

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



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NOTE: OMB Control Number forthcoming.

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APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

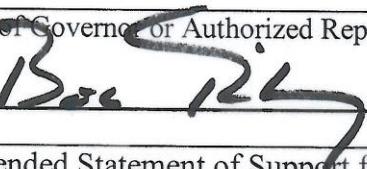
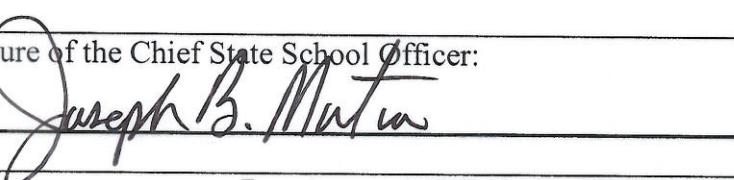
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of the Governor.	Applicant's Mailing Address: State Capitol; 600 Dexter Avenue Montgomery, Alabama 36130-3024
<p>State Contact for the Education Stabilization Fund</p> <p>Name: Bill Newton</p> <p>Position and Office: Acting Director of Finance</p> <p>Contact's Mailing Address: State Capitol 600 Dexter Avenue, Suite N-105 Montgomery, Alabama 36130</p> <p>Telephone: 334-242-7160</p> <p>Fax: 334-353-3300</p> <p>E-mail address: Bill.Newton@finance.alabama.gov</p>	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Governor Bob Riley	Telephone: 334-242-7160.
Signature of Governor or Authorized Representative of the Governor: <u>X</u> 	Date: <u>6-29-10</u>
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): <u>Dr. Joseph B. Morton</u>	Telephone: 334-242-9700
Signature of the Chief State School Officer: <u>X</u> 	Date: <u>6-30-10</u>

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.

1. Levels of State support for elementary and secondary education (*the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis*):

FY 2006	\$ <u>3,330,427,191</u>		
FY 2009	\$ <u>3,592,836,261</u>	3,592,853,037	1-21-10 CEM
FY 2010*	\$ <u>3,383,450,891</u>	3,383,727,666	1-21-10 CEM
FY 2011*	\$ <u>N/A</u>		

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education (*enter amounts for each year*):

FY 2006	\$ <u>1,310,430,089</u>		
FY 2009	\$ <u>1,417,339,672</u>	1,417,339,674	1-21-10 CEM
FY 2010*	\$ <u>1,303,162,432</u>		
FY 2011*	\$ <u>N/A</u>		

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):

Signature:



Date:

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, Indicators and Descriptors under the Assurances, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).
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Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

⁴ The State makes the data *publicly available* and updates the data *annually* on a website.

→ Provide the State website where the data are provided by the State to the public:⁵

http://www.alsde.edu/Accountability/2009reports/Highly_Qualified_Classes_Taught_AlabamaCompareYears.pdf?1stSchoolYear=7&lstReport=2009reports%2FHighly_Qualified_Classes_Taught_AlabamaCompareYears.pdf

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

► Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	<p>Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).</p> <p> <input data-bbox="257 587 295 671" type="button" value="Send Email"/> <input data-bbox="295 587 323 671" type="button" value="Confirm"/></p>
<p>Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?</p> <p><input type="checkbox"/> Yes, the information is correct.</p> <p>²<input checked="" type="checkbox"/> No, the information is not correct.</p> <p>→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:³ https://egrant.alsde.edu/Accelegants/DocumentLibrary/Default.aspx?I=633961194844406921.</p> <p>Please respond (check only one):</p> <p>⁴<input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>annually</i> on a website.</p> <p>→ Provide the State website where the information is provided by the State to the public:⁵ https://egrant.alsde.edu/Accelegants/DocumentLibrary/Default.aspx?I=633961194844406921</p> <p>⁶<input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public?⁷ <u>Click here to enter text</u></p> <p>⁸<input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.</p>	

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:³ Information concerning the state evaluation systems used to evaluate teachers and leaders are available at this website:
<http://www.educatealabama.net/about.htm>

- ➔ Alabama does not make data concerning individual teacher evaluation available to the public.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ [Click here to enter text](#).

The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

➔ Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:¹⁰

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Alabama does not make data concerning individual leader evaluations available to the public.

Alabama will create a survey and distribute it to all 132 LEAs in order to gather data on how they make decisions concerning the performance of teachers and make decisions regarding teacher development, compensation, promotion, retention, and removal. We will post the results of the

survey on evaluation website. In order to complete this task, the Alabama State Department of Education must develop the survey, gain its approval from the State Superintendent and Board, gather the data and post the results. We anticipate the results will be posted by July 2010. No budget required.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
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Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ www.alabamapepe.com

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

[Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available:³

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available.³

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [Click here to enter text](#).

⁵ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available.³ Information concerning the state evaluation systems used to evaluate teachers and leaders are available at this website: www.alabamapepe.com

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation

systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ www.alabamaPepe.com.

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Alabama does not make data concerning individual leader evaluation available to the public.³

Alabama will create a survey and distribute it to all 132 LEAs in order to gather data on how they make decisions concerning the performance of principals and make decisions regarding principal development, compensation, promotion, retention, and removal. We will post the results of the survey on evaluation website. In order to complete this task, the Alabama State Department of Education must develop the survey, gain its approval from the State Superintendent and Board, gather the data and post the results. We anticipate the results will be posted by July 2010. No budget required.

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Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?	
	<p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website.</p> <ul style="list-style-type: none"> ➔ Provide the State website where the information is collected and publicly available:³ www.alabamapepe.com
	<p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates it <i>less than annually</i>.</p> <ul style="list-style-type: none"> ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.
	<p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <ul style="list-style-type: none"> ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
	<p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <ul style="list-style-type: none"> ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	<p>Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</p> <p>Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?</p> <p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <ul style="list-style-type: none"> ➔ Provide the State website where the data are collected and publicly available: ➔ ⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>. ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated data are provided by the State to the public: ⁵ Click here to enter text. <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <ul style="list-style-type: none"> ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <ul style="list-style-type: none"> ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.
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II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	<p>Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> 
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p>	

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Early State assessment records of individual students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II. <http://www.alsde.edu/html/arra2009.asp>

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
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Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
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Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.
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Please respond (check one): Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls> correct?

Yes, the status is correct.

➔ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ [Click here to enter text.](#)

Please respond (check one):

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:⁵

<https://docs.alsde.edu/documents/91/Approval%20of%20the%20Standards%20and%20Assessment%20System%20Under%20the%20ESEA.pdf>

The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B.
Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

<p>→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ Click here to enter text.</p> <p><input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>Indicator (c)(2)</p> <p>Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.</p> <p> </p>	<p>Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-cl.xls, correct?</p> <p><input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ ² <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the status is provided by the State to the public:⁵ https://docs.alsde.edu/documents/91/Approval%20of%20the%20Standards%20and%20Assessment%20System%20Under%20the%20ESEA.pdf</p> <p>→ ⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website and <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p>→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>
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Indicator (c)(3)	<p>Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.</p> <div style="text-align: right; margin-top: -10px;"> Confirm </div>
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Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ [Click here to enter text](#).

Please respond (check one):

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:⁴ <https://docs.alsde.edu/documents/91/Approval%20of%20the%20Standards%20and%20Assessment%20System%20Under%20the%20ESEA.pdf>

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text](#).

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.
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Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

¹ Yes, this has been completed within the last two years.

² No, this has been completed, but it occurred more than two years ago.

³ No, this has never been completed.

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:

The Alabama Student Assessment Program Policies and Procedures for Students of Special Populations was revised January 2010. This document provides the guidelines for testing students with disabilities receiving special education services, students with disabilities receiving 504 services, and limited English proficient students on all assessments in the Alabama Student Assessment Program.

Research was conducted prior to this revision. Many states were contacted and interviewed regarding their current policies. Surveys of states' policies and current literature were reviewed. Discussions were held with vendors concerning valid and invalid interpretations with the use of considered accommodations.

The Accommodations Manual published by the Council of Chief State School Officers was used as a template for the revision.

http://www.alsde.edu/html/sections/doc_download.asp?section=91&id=11697&sort=43

<https://docs.alsde.edu/documents/91/Secondary%20Analysis%20of%20the%20Performance%20of%20Students%20with%20Disabilities%20in%20>

<https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20SpecificAl%20Populations%20January%202010.pdf>

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text](#).

⁸ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	<p>Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.</p> <p> </p>
<p>Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State reading/language arts assessments, available at http://www.ed.gov/programs/statesstabilization/indicator-c5r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the data are collected and publicly available.⁵</p> <p>https://docs.alsde.edu/documents/91/Participation%20Rates%20for%202008.pdf</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available.⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
11 [Click here to enter text.](#)

Please respond (check one):

12 The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:¹³

<https://docs.alsde.edu/documents/91/Participation%20Rates%20for%202008.pdf>

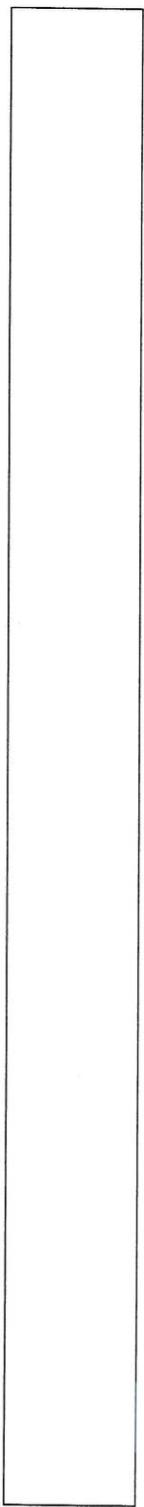
14 The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the data are collected and publicly available.¹⁵ [Click here to enter text.](#)
- 16* The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.
- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	<p>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.</p>
	<p>Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?</p>
	<p>¹<input checked="" type="checkbox"/> Yes, this was completed within the last two years.</p>
	<p>²<input type="checkbox"/> No, this was completed more than two years ago.</p>
	<p>³<input type="checkbox"/> No, this has never been completed.</p>
	<p>Please respond (check one):</p>
	<p>⁴<input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p>
	<p>Provide the State website where the information is collected and publicly available.⁵ The Alabama Student Assessment Program Policies and Procedures for Students of Special Populations was revised January 2010. This document provides the guidelines for testing students with disabilities receiving special education services, students with disabilities receiving 504 services, and limited English proficient students on all assessments in the Alabama Student Assessment Program.</p>
	<p>Research was conducted prior to this revision. Many states were contacted and interviewed regarding their current policies. Surveys of states' policies and current literature were reviewed. Discussions were held with vendors concerning valid and invalid interpretations with the use of considered accommodations.</p>
	<p>https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20Special%20Populations%20January%202010.pdf</p>

<p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the information is collected and publicly available.⁷ Click here to enter text.</p>
<p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>

Indicator	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	
(c)(7)		
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p>		
<p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p>→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p>³ Click here to enter text.</p> <p>Please respond (check one): Is the State's current status available on the State's website?</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the information is collected and publicly available:⁵</p> <p>https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20Special%20Populations%20January%202010.pdf, page 1</p> <p>⁶ <input type="checkbox"/> The State makes the information publicly available on a website but does not keep it up-to-date.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		



Indicator (c)(8)	<p>Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p>³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the data are collected and publicly available:⁵</p> <p>https://docs.alsde.edu/documents/91/Participation%20Rates%20for%202020.pdf</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available: Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> on a website.</p>
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- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

[II Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:¹³

<https://docs.alsde.edu/documents/91/Participation%20Rates%20for%202008.pdf>

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(9)**

Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

- Yes, the State Report Card includes this information.
- No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

http://www.alsde.edu/general/AlabamaEducationReportCard_2008-09.pdf, page 15

Indicator Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available.³

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

The state does not currently collect this data for each LEA in the State, for each high school in the State and at each level, by student subgroup, the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort

graduation rate. The plan for making this data publicly available is included in Part 3B. However, the State does collect this data at the State level and it is available at <http://www.alsde.edu/Accountability/preAccountability.asp>

Once on this Page select as follows:

Select the year: 2008-2009

Then select the Report: **2008-2009 State Cohort Grad Rate**

Indicator (c)(11)	<p>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.</p>
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.



The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
- ➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text](#)

The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

► Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V. Indicator (c)(11) Plan Attachment File Name: **Indicator_c11**



Indicator (c)(12)	<p>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.</p>
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

Indicator (c)(12) Plan Attachment File Name: **Indicator_c12**

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the

data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

- ² The State makes the data *publicly available* and updates the data *at least annually* on a website.
Provide the State website where the data are collected and publicly available:³ <http://www.alsde.edu/Accountability/preAccountability.asp>

Once on this Page select as follows:

Select the year: 2008-2009

Select the Report: Trend Analysis on Gains in Proficiency 2006-2009

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text](#).

⁶ The State does not make the data publicly available on a website.

 ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

 ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.³
<http://www.alst.de/Accountability/preAccountability.asp>

Once on this Page select as follows:

Select the year: 2008-2009

➔ Select the Report: Trend Analysis on Gains in Proficiency 2006-2009

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public:
[Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)”

in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for (d)(1) defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

- ➔ Provide the definition here:² The lowest-achieving five Title I schools in improvement, corrective action, or restructuring and the lowest-achieving five secondary schools that are eligible for, but do not receive Title I funds, are designated as persistently low-achieving.

If Yes, please respond (check one):

³ The State has made the definition publicly available on a website.

➔ Provide the State website where the definition is publicly available:⁴ <http://www.alisde.edu> Click on the “School Improvement Grant” button on the left side of the homepage. Click “C-1 PLS Definition_Final.doc”

⁵ The State does not make the definition publicly available on a website.

➔ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

➔ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:³ <http://www.alsde.edu> Click on the “School Improvement Grant” button on the left side of the homepage. Click “C-2 Persistently Lowest-Achieving Schools List.xlsx”.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting⁴ column.

→ Provide the State website where the *most recently updated* information is provided by the State *to the public*:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:³

This indicator currently does not apply to our State. There were no schools turned around, restarted, closed or transformed in the last year.

The Alabama Department of Education (ADE) identify persistently-lowest achieving schools that are Title I schools in improvement, corrective action, or restructuring, and the number and identity of those schools that have been turned around, restarted, closed, or transformed beginning in the Spring of 2010. The ADE will receive LEA applications for Tier I, II, and III schools beginning April 15, 2010. As part of the application process, LEAs must identify the number and identity of schools that will be turned around, restarted, closed, or transformed (as defined in the NFR) for the current year. The ADE will select LEAs/schools for School Improvement Grant awards and post grantee no later than June 1, 2010. The list will identify the appropriate model that will be implemented in the selected school. All information related to the SIG grant is posted at

<http://www.alsde.edu/html/sections/documents.asp?section=114&footer=sections>.

The ADE does not anticipate any obstacles that may prevent the State from developing and implementing these means by September 30, 2011.

The ADE will annually identify persistently lowest-achieving schools, provide LEAs the opportunity to apply for SIG funds, and post grantees. The annual list will identify the appropriate model that will be implemented by the selected school and be posted at the location mentioned above. The ADE will use SIG state administrative set aside to complete these tasks and anticipate using less than \$200,000. The requirement does not currently apply to Alabama.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text](#).

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns. See Attachment Indicator (d)(4)



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are eligible for but do not receive Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:³ <http://www.alsde.edu> Click on the "School

Improvement Grant” button on the left side of the homepage. Click “C-2 Persistently Lowest-Achieving Schools List.xlsx”.

- ➔ The State makes the data *publicly available* on a website and updates the information *less than annually*.
 - ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting⁶ column.
 - ➔ Provide the State website where the *most recently updated* information is provided by the State *to the public*:
[Click here to enter text](#).

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that
(d)(6) are eligible for, but do not receive, Title I funds, the number and identity of those schools that have
been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.
Provide the State website where the information is collected and publicly available.³

This indicator currently does not apply to our State. There were no schools turned around, restarted, closed or transformed in the last year.

The Alabama Department of Education (ADE) identify persistently-lowest achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, and the number and identity of those schools that have been turned around, restarted, closed, or transformed beginning in the Spring of 2010. The ADE will receive LEA applications for Tier I, II, and III schools beginning April 15, 2010. As part of the application process, LEAs must identify the number and identity of schools that will be turned around, restarted, closed, or transformed (as defined in the NFR) for the current year. The ADE will select LEAs/schools for School Improvement Grant awards and post grantees no later than June 1, 2010. The list will identify the appropriate model that will be implemented in the selected school. All information related to the SIG grant will be posted at

<http://www.alsde.edu/html/sections/documents.asp?section=114&footer=sections>.

The ADE does not anticipate any obstacles that may prevent the State from developing and implementing these means by September 30, 2011.

The ADE will annually identify persistently lowest-achieving schools, provide LEAs the opportunity to apply for SIG funds, and post grantees. The annual list will identify the appropriate model that will be implemented by the selected school and be posted at the location mentioned above.

The ADE will use SIG state administrative set aside to complete these tasks and anticipate using less than \$200,000.

- ⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.
- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns. See Attachment Indicator (d)(6)

Indicator Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that
(d)(7) are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Charter Schools are not authorized to operate in the State of Alabama. <http://www.alscde.edu/html/arra2009.asp>

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator Confirm, for the State and for each LEA in the State that operates charter schools, the number of
(d)(8) charter schools currently operating.



Confirm

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/stabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:⁵ Charter Schools are not authorized to operate in the State of Alabama. <http://www.alstate.edu/html/arra2009.asp>

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one). Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

- ² The State makes the information *publicly available* and updates the information *at least annually* on a website.
- ➔ Provide the State website where the information is collected and publicly available:³ Charter Schools are not authorized to operate in the State of Alabama.. <http://www.alsde.edu/html/arra2009.asp>
- ⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.
- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.
- ⁶ The State does not make the information publicly available on a website.
- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ⁷ No, the State does not collect this information.
- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:³ Charter Schools are not authorized to operate in the State of Alabama. <http://www.alsde.edu/html/ara2019.asp>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and *updating it annually* on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (**check one**): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (**check one**):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ Charter Schools are not authorized to operate in the State of Alabama. <http://www.alsite.ectu/html/arr2009.asp>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:³ Charter Schools are not authorized to operate in the State of Alabama. <http://www.alsde.edu/html/arrat2009.asp>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text](#)

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas **(a), (c), and (d)** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (a)(4)	✓	✓
Indicator (a)(5)	✓	✓
Indicator (a)(7)	✓	✓
Descriptor (a)(1)	✓	✓
Descriptor (a)(2)	✓	✓
Indicator (c)(10)	✓	✓

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator (b)(1), please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be addressed in plan</u>	<u>Does not need to be addressed in plan</u>
1		√
2		√
3	√	
4		√
5		√
6		√
7		√
8		√
9	√	
10		√
11	√	
12	√	

Attachments for Indicator (b)(1)

Indicator b1.pdf

III. INDICATOR (b)(2)

Instructions: If (as indicated in Part 3A, Indicator (b)(2)) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section do apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - o The milestones established toward developing those means;
 - o The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - o The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - o The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)		X
Indicator (c)(12)	X	

Indicator (c)(11) Plan Attachment File Name: **Indicator_c11**

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

The State collects, reviews against the applicable standard, returns to the originator for verification, repeats the collection and runs against the standard for a second time.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

All student data is collected, stored and reported using a unique student identifier.

ADDITIONAL SUBMISSION REQUIREMENTS
Page 11, Part 2A, Item 3

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

Unlike other states which typically fund education appropriations from their General Fund, Alabama has a separate trust fund solely dedicated for funding education. Appropriations from the Education Trust Fund (ETF) for local boards of education through the Foundation Program (statutory funding formula to provide a minimum school term) were used to determine levels of state support for elementary and secondary education. The appropriation excludes funding for research/development & capital expenditures when determining the levels of state support.

Revenues credited to the ETF are used for the support, maintenance and development of public education in Alabama, debt service and capital improvements relating to educational facilities, and other functions related to educating the state's citizens.

Programs and agencies supported by the ETF include K-12 education, public library services, performing and fine arts, various scholarship programs, the state's education regulatory departments, and two- and four-year colleges and universities.

Ten major tax sources are allocated to the ETF, the largest of which are the individual and corporate income taxes, sales tax, utility tax and use tax.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

Appropriations from the Education Trust Fund for public two-and four-year colleges and universities were used to determine support for public IHEs. The appropriation excludes funding for research/development & capital expenditures when determining support for public IHEs.

Alabama's Progress Regarding The 12 Elements of the America COMPETES Act

*As of March 31, 2010 **

Element	Description	Progress
1	A unique statewide student identifier that does not permit a student to be identified by users of the system	Complete
2	Student-level data including Enrollment, Demographic, and Program Participation	Complete
3	Student-level information about the points at which students: Exit, Transfer in, Transfer out, Drop out, and Complete P-16 education programs	3 Q 2011
4	Capacity to communicate with higher education data system	Complete
5	State data audit system assessing data quality, validity, and reliability	Complete
6	Yearly test records of individual student with respect to assessments under section 1111(b) of ESEA 1965	Complete
7	Information on students not tested by grade and by subject area	Complete
8	Teacher identifier with the ability to match teachers to students	Complete
9	Student-level transcript information including Courses completed and Grades earned data	3 Q 2011
10	Student-level college readiness test scores	Complete
11	Data that provide information regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	3 Q 2011
12	Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	3 Q 2011

** Updated Quarterly*

ADDITIONAL SUBMISSION REQUIREMENTS
Page 11, Part 2A, Item 3

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

Unlike other states which typically fund education appropriations from their General Fund, Alabama has a separate trust fund solely dedicated for funding education. Appropriations from the Education Trust Fund (ETF) for local boards of education through the Foundation Program (statutory funding formula to provide a minimum school term) were used to determine levels of state support for elementary and secondary education. The appropriation excludes funding for research/development & capital expenditures when determining the levels of state support.

Revenues credited to the ETF are used for the support, maintenance and development of public education in Alabama, debt service and capital improvements relating to educational facilities, and other functions related to educating the state's citizens.

Programs and agencies supported by the ETF include K-12 education, public library services, performing and fine arts, various scholarship programs, the state's education regulatory departments, and two- and four-year colleges and universities.

Ten major tax sources are allocated to the ETF, the largest of which are the individual and corporate income taxes, sales tax, utility tax and use tax.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

Appropriations from the Education Trust Fund for public two-and four-year colleges and universities were used to determine support for public IHEs. The appropriation excludes funding for research/development & capital expenditures when determining support for public IHEs.

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator (b)(1), please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		✓
2		✓
3	✓	
4		✓
5		✓
6		✓
7		✓
8		✓
9	✓	
10		✓
11	✓	
12	✓	

Key Elements

3 Student-level information about the points at which students: Exit, Transfer in, Transfer out, Drop out, and Complete P-16 education programs

Current Status

Alabama's student management system currently includes enrollment, dropout, and high school graduation data for every K-12 student in public schools in Alabama using state resources. These data are not collected by ALSDE for students enrolled in postsecondary schools.

Proposed Developments and Improvements

As part of Alabama's response to the Longitudinal Data System Grant, one of the proposed outcomes was a shared data repository (ASCEND). Once developed, this repository will connect data from ALSDE and partners such as the Alabama Commission on Higher Education (ACHE), the Department of Industrial Relations (DIR), the Alabama Department of Children's Affairs (DCA), the Alabama Department of Postsecondary Education (DPE), and the Department of Rehabilitation Services/Office of Early Intervention programs (DRS). This repository will link enrollment and graduation data for students in postsecondary schools with their K-12 data.

9 Student-level transcript information including Courses completed and Grades earned data

Current Status

The data to support a student-level transcript currently exist in the statewide student management system housed at the LEA level. However, the data are not collected by the ALSDE.

Proposed Developments and Improvements

Alabama's intent for funding under the Longitudinal Data System Grant will include the development of a statewide e-transcript and storage system that will be part of the ASCEND repository used across all partner agencies / entities and based upon a common data dictionary and metadata repository.

11 Data that provide information regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

Current Status

ACHE currently provides ALSDE with data on students who attend public higher education institutions and receive remedial course work.

Proposed Developments and Improvements

Using the data dictionary and metadata created as part of the ASCEND project, ALSDE and participating partners will be able to share assessment, transcript, and other types of data. ALSDE will be able to determine how students perform in postsecondary programs and look for patterns based on programs and courses taken in high school.

12 *Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education*

Current Status

This key element does not currently exist.

Proposed Developments and Improvements

Data provided to ASCEND by each of the participating partners will enable the ALSDE and other stakeholders to address curriculum alignment and the adequacy of preparation for success in postsecondary education and the workforce. Plans are already underway to add components to the assessment program. The ACT Explore (8th graders Career exploration/interest), Plan Assessment (10th graders “pre-ACT” to gauge students readiness for college), ACT (all 11th graders free of charge), Work Keys (12th graders indication of workforce readiness), the current graduation exam, Alabama High School Graduation Exam (AHSGE), will be included as end-of-course assessments that are more rigorous and indicative of college readiness. These will become part of the final grade for credit. These data will be added to ASCEND as part of the Longitudinal Data System grant.

Addressing requirements of SFSF with Alabama's SLDS

Alabama System for Collaborative Education Needs Data warehouse - (ASCEND)

The Alabama System for Collaborative Education Needs Data Warehouse is the project outcome that makes this a true PK-20 longitudinal data system.

Elements

- 3 Student-level information about the points at which students: Exit, Transfer in, Transfer out, Drop out, and Complete P-16 education programs
- 11 Data that provide information regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
- 12 Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

Products: The major product of this project outcome will be a shared data repository, called the Alabama System for Collaborative Education Needs Data Warehouse (ASCEND), that will connect data from ALSDE and partners such as the Alabama Department of Rehabilitation Services (DRS), Alabama Commission on Higher Education (ACHE), Alabama Department of Postsecondary Education (DPE), Alabama Department of Children’s Affairs - Office of School

Readiness (DCA), and the Alabama Department of Industrial Relations (DIR). A Memoranda of Understanding (MOU) between agencies has been agreed to in principle and will be formally signed early in the project. An executive order from Governor's office may be necessary in order to share data across agencies. The project will begin by developing an agreed upon set of data structures and elements to be used among participating agencies. This will lead to the development of a common data dictionary and metadata repository. A transport mechanism, including data transformation and loading routines, will be developed to move data into the shared data store for use by all of the cooperating agencies. A data reporting portal and data mining tool will be implemented to provide easy access for each of the participating agencies.

Features: ASCEND will feature a common data standard with data that are regularly refreshed. It will provide easy access to required data for federal and state reporting needs, consistent with the business needs of the agencies involved. Reports, dashboards, and interactive inquiry capabilities will allow the ALSDE and partners to readily make informed decisions regarding policy, procedure, and education in Alabama.

Benchmarks: The creation of a common data store that can be shared between the ALSDE and other agencies such as ACHE and DIR will result in timely, accurate, and better quality data. The various constituents will be able to assess the frequency, impact, and nature of the success in programs targeted to improve student retention, completion, and performance. An Executive order may be required to enable the exchange of data between the ALSDE and ACHE, Department of Children's Affairs - Office of School Readiness (DCA), Department of Industrial Relations (DIR), Department of Rehabilitation Services/Early Intervention (DRS), and the Department of Postsecondary Education (DPE). The data store will include data from ACHE on student's enrollment/exit data from public colleges within the state, as well as similar data from DPE for two year colleges. Another goal will be to gather data from private colleges within the state. It is anticipated that this will be completed by the end of 2012.

E-transcript transport system

Elements

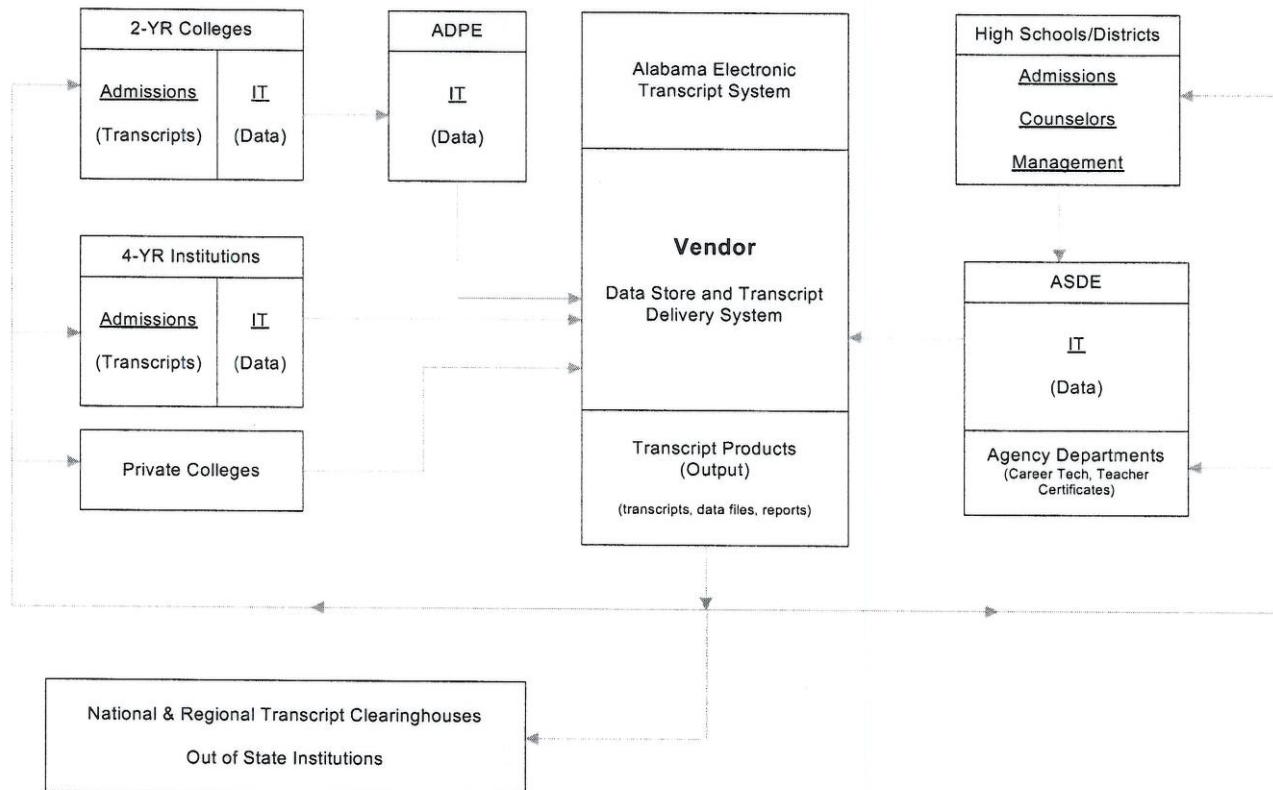
- 9 Student-level transcript information including Courses completed and Grades earned data

Products: The E-transcript transport and storage system will be a component of the overall ASCEND Shared Data Repository. As such it will include a common data dictionary and metadata repository. The E-transcript system will contain statewide student ID of a public school student that will help to link PK-12 data with that of higher education.

Features: The E-transcript transport and storage system will have the ability to track students that have participated in Alabama public education through higher education using the statewide student ID as the key identifier. It will feature the automated movement of standardized student transcript information to the shared data repository and designated institutions of higher education. The transcript information will be permanently stored as an additional entity of a student's profile.

Benchmarks: As a result of the E-Transcript transport and storage system, all students who participate in Alabama public education will have a unique state assigned identifier, which will be the foundation of longitudinal tracking across their entire education career. This will enable users to successfully move data to any Alabama institution of higher education.

Alabama Electronic Transcript System Transcript Record Flow Chart



ALSDE LDS Grant Proposal Major Projects

ALSDE LDS Grant Proposal Major Projects

Alabama's response to the SLDS grant indicates that work would proceed into 2012. However, we fully anticipate that all remaining elements of the America COMPETES Act will be met by September 30, 2011.

ASCEND						
		2010	2011	2012	2013	TOTAL
1. ALSDE Staff Salaries						
Project Director (20 %)	Manage the preparation and execution of the RFP process coordinate the overall work of all concurrent activities and serve as primary liaison to other agencies/stakeholders	2,513	8,775	0	0	11,288
Agency SME (5%)		1,500	6,000	0	0	7,500
SDE PM (25 - 50 %)	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project	13,250	33,125	0	0	46,375
SDE Business Analyst / SME (25 %)	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities	6,250	25,000	0	0	31,250
SDE Developer 2 Staff 100%	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives	0	90,000	0	0	90,000

Salaries Subtotal	23,513	162,900	0	0	186,413	
2. Employee Benefits	7,054	48,570	0	0	55,624	
ALSDE In-Kind Contributions	30,567	211,470	0	0	242,037	
3. Travel						
Annual Grantee Meeting						
Travel Subtotal						
4. Equipment						
Additional Hardware - SQL Server (R900 3 tiered environment), Desktop PCs, SAN Storage	190,500	0	0	0	190,500	
Total Equipment	190,500	0	0	0	190,500	
5. Materials and Supplies						
Software Licenses - MS Sql Server, Microsoft Server 2008	36,000	0	0	0	36,000	
General Office Supplies						
Total Materials and Supplies	36,000	0	0	0	36,000	
6. Contractual						
PMO Director (20 %)	Establishes the overall PMO for the five projects. Works with the individual Project Managers of the respective projects to coordinate activities and resources.	24,750	87,000	0	0	111,750

Contract PM (100 %)	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project	62,500	250,000	0	0	312,500
Contract Business Analyst (100 %)	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities	50,000	200,000	0	0	250,000
Contract Software Architect (100 %)	Designs, prepares, and configures the overall software structure, develops framework for integration with various components and subsystem whether built in-house or acquired for implementation	0	100,000	0	0	100,000
Contract Database Administrator 3 Staff (100 %)	Designs overall database architecture, schemas, scripts, data transformation of external data sources, and services of the enterprise data repositories. Monitors operational performance of database servers and all databases to ensure data integrity and reliability	0	450,000	0	0	450,000

Contract Developer 2 Staff (100 %)	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives	0	120,000	0	0	120,000
Total Contractual Services		137,250	1,207,000	0	0	1,344,250
8. Other						
Other State Agencies / Partners – Data Systems Modification	System modifications for the Alabama Commission on Higher Education, the Alabama Department of Industrial Relations, the Department of Children's Affairs, and the Alabama Department of Rehabilitation Services to accommodate the required changes to conform to the requirements of this objective	200,000	200,000	0	0	400,000
Total Other		200,000	200,000	0	0	400,000
10. Total Indirect Costs						
Total Funding Requested		563,750	1,407,000	0	0	1,970,750

E-Transcript

		2010	2011	2012	2013	TOTAL
1. ALSDE Staff Salaries						
Project Director (20 %)	Manage the preparation and execution of the RFP process coordinate the overall work of all concurrent activities and serve as primary liaison to other agencies/stakeholders	8,775	8,775	22,500	0	40,050
SDE PM (25 - 50 %)	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project	26,500	26,500	26,500	0	79,500
SDE Business Analyst / SME (10 - 25 %)	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities	18,750	7,500	17,500	0	43,750
SDE Developer (100 %)	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements	0	0	90,000	0	90,000

	and objectives				
Salaries Subtotal	54,025	42,775	156,500	0	253,300
2. Employee Benefits	16,208	12,833	46,950	0	75,991
ALSDE In-Kind Contributions	70,233	55,608	203,450	0	329,291
3. Travel					
Project Team	2,000	2,000	2,000	0	6,000
In-State Travel for Partner Agencies	1,500	1,500	1,500	0	4,500
Travel Subtotal	3,500	3,500	3,500	0	10,500
4. Equipment					
Additional Hardware					
Total Equipment					
5. Materials and Supplies					
Software Licenses					
General Office Supplies					
Total Materials and Supplies					
6. Contractual					

PMO Director (20 %)	Establishes the overall PMO for the five projects. Works with the individual Project Managers of the respective projects to coordinate activities and resources.	88,500	88,500	225,000	0	402,000
Contract PM (100 %)	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project	187,500	250,000	250,000	0	687,500
Contract Business Analyst (100 %)	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities	100,000	150,000	200,000	0	450,000
Contract Software Architect (100 %)	Designs, prepares, and configures the overall software structure, develops framework for integration with various components and subsystem whether built in-house or acquired for implementation	100,000	150,000	200,000	0	450,000

Contract Database Administrator 2 Staff - 100 %	Designs overall database architecture, schemas, scripts, data transformation of external data sources, and services of the enterprise data repositories. Monitors operational performance of database servers and all databases to ensure data integrity and reliability	100,000	150,000	400,000	0	650,000
Contract Developer 2 Staff (100 %)	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives	120,000	180,000	240,000	0	540,000
Total Contractual Services		696,000	968,500	1,515,000	0	3,179,500
8. Other						
Higher Education Institution – Data Systems Modification	System modifications for 14 Public and 14 Independent Colleges and Universities to accommodate the required changes to conform to the requirements of this objective	1,400,000	1,400,000	0	0	2,800,000
Post Secondary Education Institution – Data Systems Modification	System modifications for 22 Comprehensive Community Colleges and 4 Technical Colleges to accommodate the	2,000,000	0	0	0	2,000,000

	required changes to conform to the requirements of this objective					
Alabama Commission on Higher Education	Alabama Commission on Higher Education for coordination with the colleges and universities in the implementation of e-transcripts	50,000	50,000	50,000	0	150,000
Total Other		3,450,000	1,450,000	50,000	0	4,950,000
10. Total Indirect Costs						
Total Funding Requested		4,149,500	2,422,000	1,568,500	0	8,140,000

As noted in the following excerpts from Alabama's grant application for the SLDS, the funding for this project is expected to include both Federal and State funds. The requested Federal funding was \$13,788,150 and State in-kind funding was estimated to be \$976,848.

 <p>U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS</p>			OMB Control Number: 1894-0008 Expiration Date: 09/26/2011																																																																																														
Name of Institution/Organization: Alabama Department of Education			Applicants requesting funding for only one year should complete the columns under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.																																																																																														
<p style="text-align: center;">SECTION A - BUDGET SUMMARY</p> <p style="text-align: center;">U.S. DEPARTMENT OF EDUCATION FUNDS</p> <table border="1"> <thead> <tr> <th>Budget Categories</th> <th>Project Year 1(a)</th> <th>Project Year 2 (b)</th> <th>Project Year 3 (c)</th> <th>Project Year 4 (d)</th> <th>Project Year 5 (e)</th> <th>Total (f)</th> </tr> </thead> <tbody> <tr> <td>1. Personnel</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> </tr> <tr> <td>2. fringe benefits</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> </tr> <tr> <td>3. Travel</td> <td>\$ 8,500</td> <td>\$ 8,500</td> <td>\$ 8,500</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 25,500</td> </tr> <tr> <td>4. Equipment</td> <td>\$ 463,300</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 463,300</td> </tr> <tr> <td>5. Supplies</td> <td>\$ 428,100</td> <td>\$ 400,000</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 828,100</td> </tr> <tr> <td>6. Contractual</td> <td>\$ 1,860,625</td> <td>\$ 3,745,625</td> <td>\$ 1,515,000</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 7,121,250</td> </tr> <tr> <td>7. Construction</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> </tr> <tr> <td>8. Other</td> <td>\$ 3,320,000</td> <td>\$ 1,620,000</td> <td>\$ 20,000</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 2,320,000</td> </tr> <tr> <td>9. Total Direct Costs (lines 1-8)</td> <td>\$ 6,410,525</td> <td>\$ 5,804,125</td> <td>\$ 1,573,500</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 13,788,150</td> </tr> <tr> <td>10. Indirect Costs*</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> </tr> <tr> <td>11. Training Stipends</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 0</td> </tr> <tr> <td>12. Total Costs (lines 9-11)</td> <td>\$ 6,410,525</td> <td>\$ 5,804,125</td> <td>\$ 1,573,500</td> <td>\$ 0</td> <td>\$ 0</td> <td>\$ 13,788,150</td> </tr> </tbody> </table>							Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	2. fringe benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	3. Travel	\$ 8,500	\$ 8,500	\$ 8,500	\$ 0	\$ 0	\$ 25,500	4. Equipment	\$ 463,300	\$ 0	\$ 0	\$ 0	\$ 0	\$ 463,300	5. Supplies	\$ 428,100	\$ 400,000	\$ 0	\$ 0	\$ 0	\$ 828,100	6. Contractual	\$ 1,860,625	\$ 3,745,625	\$ 1,515,000	\$ 0	\$ 0	\$ 7,121,250	7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	8. Other	\$ 3,320,000	\$ 1,620,000	\$ 20,000	\$ 0	\$ 0	\$ 2,320,000	9. Total Direct Costs (lines 1-8)	\$ 6,410,525	\$ 5,804,125	\$ 1,573,500	\$ 0	\$ 0	\$ 13,788,150	10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	12. Total Costs (lines 9-11)	\$ 6,410,525	\$ 5,804,125	\$ 1,573,500	\$ 0	\$ 0	\$ 13,788,150
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*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions.																																																																																																	
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (2) If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement: From ____/____/____ To ____/____/____ (mm/dd/yyyy) Approving Federal agency: <input type="checkbox"/> DOD <input checked="" type="checkbox"/> Other (please specify) _____ the Indirect Cost Rate is _____% (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: <input checked="" type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement* or <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%																																																																																																	



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0006

Expiration Date: 02/28/2011

Name of Institution/Organization:
Alabama Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1 Personnel	\$ 219,076	\$ 376,075	\$ 156,500	\$ 0	\$ 0	\$ 751,651
2 Fringe Benefits	\$ 65,724	\$ 112,523	\$ 44,900	\$ 0	\$ 0	\$ 225,107
3 Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4 Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5 Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6 Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7 Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8 Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9 Total Direct Costs (Lines 1-8)	\$ 284,800	\$ 488,598	\$ 203,450	\$ 0	\$ 0	\$ 976,848
10 Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11 Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12 Total Costs (Lines 9-11)	\$ 284,800	\$ 488,598	\$ 203,450	\$ 0	\$ 0	\$ 976,848

Descriptor (a)(1)

Alabama does not make data concerning individual leader evaluations available to the public.

Alabama will create a survey and distribute it to all 132 LEAs in order to gather data on how they make decisions concerning the performance of teachers and make decisions regarding teacher development, compensation, promotion, retention, and removal. We will post the results of the survey on evaluation website. In order to complete this task, the Alabama State Department of Education must develop the survey, gain its approval from the State Superintendent and Board, gather the data and post the results. We anticipate the results will be posted by July 2010. No budget required.

Descriptor (a)(2)

Alabama does not make data concerning individual leader evaluation available to the public.³

Alabama will create a survey and distribute it to all 132 LEAs in order to gather data on how they make decisions concerning the performance of principals and make decisions regarding principal development, compensation, promotion, retention, and removal. We will post the results of the survey on evaluation website. In order to complete this task, the Alabama State Department of Education must develop the survey, gain its approval from the State Superintendent and Board, gather the data and post the results. We anticipate the results will be posted by July 2010. No budget required.

Indicator (a)4, (a)5, and (a)(7)

Alabama State Department of Education

Plan for Public Reporting of Teacher and Leader Evaluation Status

Alabama is currently developing new evaluation systems for teachers and instructional leaders. The systems are formative and collaborative and are designed to support the development of professional practice.

EDUCATEAlabama, the teacher evaluation system will describe teacher practices on 39 indicators as they align with the Alabama Quality Teaching Standards and are described by the Alabama Continuum of Teacher Development. The Alabama Continuum of Teacher Development describes teacher practice at five levels of expertise for each of the 39 indicators. The five levels of practice descriptions are: *Beginning, Emerging, Applying, Integrating, and Innovating*

LEADAlabama, the instructional leader evaluation system will describe leader practices on 23 indicators as they align with the Alabama Standards for Instructional Leaders and are described by the Alabama Continuum of Instructional Leader Development. The Alabama Continuum for Instructional Leader Development describes leader practice at five levels of expertise for each of the 23 indicators. The five levels of practice are: *Pre-service/Beginning Leadership, Developing Leadership, Collaborative Leadership, Accomplished Leadership, and Distinguished Leadership.*

Reporting the Data to Stakeholders

For each teacher and leader, formative descriptions of practice will be determine for all Standard indicators observed or discussed in the collaborative evaluation processes. Data for each school and for each LEA will be reported on each LEA website to include the following:

- **Teachers by School:** Each LEA will report cumulative data from EDUCATEAlabama for the professional teaching staff in each school in the district. For each of the 39 Alabama Quality Teaching Standard Indicators, one of the five descriptions of practice will be used to indicate the cumulative description of practice for the professional teaching staff as a whole at each school.
- **Teachers by LEA:** Each LEA will report cumulative data from EDUCATEAlabama for the professional teaching staff as a whole for the LEA. For each of the 39 Alabama Quality Teaching Standard Indicators, one of the five descriptions of practice will be used to indicate the cumulative level of practice for the professional teaching staff as a whole in the LEA. In addition, the LEA will report indicator descriptions of teacher practice for each grade level in the system and each subject above sixth grade.

- **Leaders by School:** Each LEA will report cumulative data from LEADAlabama for each school leadership staff as a whole. For each of the 23 Alabama Standards for Instructional Leaders Indicators, one of the five descriptions will be used to indicate the cumulative level of practice for the leadership staff at each school. In circumstances where there is only one leader in a school, LEAs may choose to report data by school grade level clusters, i.e., all elementary leaders, middle school leaders, high school leaders, etc. Where there is more than one leader, i.e., principal, assistant principal, data must be reported by school.
- **Leaders by LEA:** Each LEA will report cumulative data from LEADAlabama for the leadership staff as a whole for the LEA. For each of the 23 Alabama Standards for Instructional Leaders Indicators, one of the five descriptions will be used to indicate the cumulative level of practice for the leadership staff at the LEA.

Budget:

Alabama currently has the capability of reporting teacher and leader evaluation data to the public. However, the EDUCATEAlabama/LEADAlabama website will need to have additional processes, pages, and structures added to report the data.

Total budget for these updates = \$200,000.00

Planning and development = \$25,000.00
Technology updates = \$50,000.00
Training for LEAs = \$125,000.00

Federal Funds	150,000.00
State Funds	50,000.00

Timeline:

July, 2010 – October, 2010 - Design of processes and design to report data.

October, 2010 – January, 2011 - Train LEAs on reporting and design pages to report data.

May, 2011 - first reports placed on website and available to the public.

Obstacles:

- This plan must be vetted by teacher and leader associations and receive stakeholder input and support.
- This plan must be approved by the Alabama State Board of Education

Plan for Part 3A: Indicator (b)(3)

The State plans to develop a report that provides information as required by Indicator (b)(3). The information required for this report, individual teacher impact on student achievement, will be developed for use with and accessible through the State's data warehouse. The report of teacher impact on student achievement will provide a comparison of the scores for a teacher's students for the year prior to entering the teacher's class to the scores for the teacher's students at the end of the year after being in the teacher's class. The Department of Education, through the Assessment and Accountability section and the Information Systems section, will be responsible for the development, execution, and oversight of the tasks. These sections will work with the data warehouse vendor that is selected through competitive bid. The plan, including the timeline and progress updates, will be posted on the Department's ARRA website. However, the actual teacher reports will be posted on a secure website accessible only by those given permission.

Timeline: The State will produce the first report of teacher impact by September 2011 that will provide the required information regarding student achievement by individual teacher for all public schools. Specifically, the timeline will be as follows:

- Spring 2010 – Release Invitation to Bid for data warehouse
- Spring 2010 – Select vendor for data warehouse
- Summer 2010 – Develop prototype for the reports
- Fall 2010 – Determine business rules for the reports
- Spring 2011 – link the 2010 assessment data to teachers using the first day of 2011 testing enrollment
- July 2011 – input test results from spring 2011 into data warehouse
- September 2011 – provide access for reports to teachers, principals, and central office

Obstacles: Potential obstacles to meeting this indicator include the following:

- Timely return of spring test results from the testing vendor to the data warehouse vendor
- Quality assurance time to ensure scores are properly linked across years to the appropriate teacher
- Objections from Alabama Education Association

Funding Source and Budget: The funding source will be both state and federal monies. An estimated budget for development, programming, and processing for this indicator is \$100,000.

Indicator (c)(10)

The State has produced and posted the four-year adjusted cohort graduation rate, including disaggregation for subgroups, at the state level for the 2009 graduating class on the Alabama Department of Education's Website. In creating this initial run, many hours were spent hand tracking students due to the identifier problems that existed in the historical data. In order to accurately track each student to the specific series of schools that each attended, a tedious process of data clean up and creation of tracking records via manual intervention is required. This resulted in a delay in the ability to provide accurate graduation rates at the school level, including disaggregation for subgroups. However, this is currently being pursued, and the State plans to complete this process for both LEAs and schools for the 2009 cohort as required by Indicator (c)(10). For the future, the State plans to have an automated process in place by the end of March 2011 for the calculation of the 2010 and subsequent four-year adjusted cohort graduation rates at all levels (State, LEA, and school).

The Alabama Department of Education, through the Information Systems section and the Assessment and Accountability section, will be responsible for the development, execution, and oversight of the tasks needed to complete this requirement. The plan, including the timeline and progress updates, will be posted on the Alabama Department of Education's ARRA website. Each year the individual LEA and school reports will be provided to the Superintendent in each district for preview prior to public release. The reports, once previewed by the LEA, will be moved to the public website for public access.

Timeline: The State will produce the remainder of the 2009 four-year adjusted cohort graduation rate reports by the end of September 2010 which will be for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup [consistent with section 1111(b)(2)(C)(v)(II) of the ESEA], provide the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

The State will create the necessary student tracking data base model and load data for students beginning fall of 2010 through January 2011. The required processing application will be developed between November 2010 and February 2011. Superintendents will be provided access through a secure portal to preview the 2010 cohort rate by the end of March 2011.

For 2009 cohort:

- Summer 2010 – Compute 2009 LEA and school disaggregated four-year adjusted cohort graduation rates
- Summer 2010 – Preview of 2009 LEA and school disaggregated four-year adjusted cohort graduation rates by Superintendents prior to public release
- September 2010 – Post 2009 LEA and school disaggregated four-year adjusted cohort graduation rates to Alabama Department of Education's Website

For 2010 and beyond cohorts:

- Summer 2010 – Complete the requirements analysis for automation of the four-year adjusted cohort graduation rate
- Fall 2010 – Design the student tracking database model needed for automation of the four-year adjusted cohort graduation rate
- Fall 2010 thru January 2011 – Code the automated processing application and web application for the four-year adjusted cohort graduation rate
- February 2011 – Test the automated process and Web Portal Application for the four-year adjusted cohort graduation rate
- February thru March 2011 – Compute 2010 State, LEA, and school disaggregated four-year adjusted cohort graduation rates
- March 2011 – Preview of 2010 LEA and school disaggregated four-year adjusted cohort graduation rates by Superintendents prior to public release
- March 2011 – Release the 2010 four-year adjusted cohort graduation rate analysis to the public for the State, LEAs, and schools

Obstacles: Potential obstacles to meeting this indicator include the following:

- Data clean up and removal of duplicate student SSID's from 2005-2006, 2006-2007, and 2007-2008 student data may require extra time due to the need to manually intervene and search for correct and complete data.
- Quality assurance time to ensure that students are properly tracked across schools

Funding Source and Budget: The funding source will be both state and federal monies. An estimated budget for development, programming, and processing for this indicator is \$250,000.

Alabama - State's Plan: 3A III Indicator (c)(11)

As defined in Part 3B Section V

1. The report required under indicator (c)(11) will be an expanded version of an existing report produced by the State which identifies high school graduates that have enrolled in an Alabama public IHE. The new report will meet the requirements as specified in the indicator description as permissible under FERPA guidelines.

Timeline: The State will by September 30, 2011 have the capability of collecting and reporting the required data. Since the State is not currently collecting all of the required data it does not expect full implementation of the report possible until January 2013.

Milestones:

Data Collection

In-State, public IHEs – Complete

In-State, private (non-profit) IHEs – Partial, In progress.

Out of state IHEs – Currently not collected. Expected completion is September 30, 2011.

Reporting

Establish a web page for public reporting of the State plan status – October 1, 2010

Complete design & development of “High School Report – Extended SFSF c11” – June 30, 2011

Capacity to produce report – September 30, 2011

Reporting frequency will be annually. The report will be produced and posted on a public website in the 1st calendar quarter of each year for high school graduates of the previous academic year.

Possible Obstacles

Several private, non-profit institutions have recently begun voluntary submissions of unit record data to the State and most, if not all are expected to follow. The State of Alabama does not have the authority under State law to require the private institutions provide the data required to meet this indicator’s reporting requirements. It is expected that all private institutions will report the necessary data, but controlling factors at the individual private institutions will determine whether that expectation is met or not.

Collecting the required data on high school graduates that have enrolled in out of state IHEs can only be obtained from the National Student Clearing House since it is currently the only comprehensive source for that information. The State is concerned that the NSC’s method of matching students is different from the way the State matches students between K12 and IHE’s. This factor may prove to be an issue for accurate reporting.

2. On or before September 30, 2011, the State will publish a sample report on a public reporting web page demonstrating it is using data from all three data sources; public, private and out of state IHEs. The report will not at that time include the required data for all in-state private IHEs but will demonstrate that the State has developed the means to fully collect and publicly report the required data.

(A) Responsible Agency

The Alabama Commission on Higher Education (ACHE) will be responsible for the development, execution and oversight of the plan. This agency is already responsible under State law for providing high school feedback reports for the State on an annual basis.

(B) Assisting Agency

The Alabama Department of Education (ASDE) will provide the data on students that have graduated from public high schools in Alabama. This agency will also provide technical assistance and guidance in the execution of the plan.

(C) Funding Source and Budget

The funding source to develop and maintain the reporting requirements of this indicator will be the State ETF fund. An estimated budget for initial development is \$33,200. An annual recurring cost for NSC data will be an estimated \$18,000 at current quoted rates and number of students to be matched. Annual recurring maintenance and execution costs are estimated at \$1900.

(D) Public Reporting

The Alabama Commission on Higher Education will add a page to its publicly available agency website specifically for reports and other information required under the State Fiscal Stabilization Fund Program (SFSF). A link to this reporting page will be located at <http://www.ache.alabama.gov/Reports/Index.htm>. The report for this indicator will be named "High School Report – Extended SFSF c11". A description of the report and the status of development toward full compliance will be provided for the report, with status being updated quarterly. The report will be produced and published on the website on an annual basis.

Alabama - State's Plan: 3A III Indicator (c)(12)

As defined in Part 3B Section I

The State currently collects the data required to report the information specified in Indicator (c)(12). A new report will be developed that will select, structure and provide the required information as permissible under FERPA guidelines. The report will be produced and posted on a publicly available website on an annual basis.

Timeline: The State will by September 30, 2011 have developed, executed and posted the first report that will provide the required information for public high school graduates in the state.

Milestones:

Design and Programming

To be completed by June 30, 2011.

Testing and Quality Assurance

To be completed by August 31, 2011.

First Production Report

To be completed and posted for public view on or before September 30, 2011

Reporting:

Reporting frequency will be annually. The "High School Report – Extended SFSF c12" report will be produced and posted on a public website in the 1st calendar quarter of each year.

Possible Obstacles:

None are known at this time

(A) Responsible Agency

The Alabama Commission on Higher Education (ACHE) will be responsible for the development, execution and oversight of the plan. This agency is already responsible under State law for providing high school feedback reports for the State on an annual basis.

(B) Assisting Agency

The Alabama Department of Education (ASDE) currently provides the required data on students that have graduated from public high schools in Alabama. This agency will also provide technical assistance and guidance in the execution of the plan.

(C) Funding Source and Budget

The funding source to develop and maintain the reporting requirements of this indicator will be the State ETF fund. An estimated budget for initial development is \$7,600. Annual recurring maintenance and execution costs are estimated at \$800.

(D) Public Reporting

The Alabama Commission on Higher Education will add a page to its publicly available, agency website specifically for reports and other information required under the State Fiscal Stabilization Fund Program (SFSF). A link to this reporting page will be located at <http://www.ache.alabama.gov/Reports/Index.htm>. The report for this indicator will be named "High School Report – Extended SFSF c12". A description of the report and the status of development and completion by September 30, 2011 will be provided for the report with status updated on a quarterly basis. The report will be produced and published on the website on an annual basis.